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ABSTRACT

This book addresses the issues raised by the Special Educational Needs and Disability Act (SENDA), which came into force in the United Kingdom in 2002. Chapters in the collection explore the learning requirements of any student who needs special teaching, whether because of limited English proficiency or disabilities. Part 1, "Introduction," contains: (1) "Special Teaching in Higher Education" (Stuart Powell). Part 2, "The Context for Change," contains: (2) "From exclusion to Inclusion: Some Lessons from Abroad" (Jeremy Cooper); and (3) "Communications and Information Technology (C&IT) for Disabled Students" (Martyn Cooper). Part 3, "Visual and Auditory Impairments: Physical Disability," contains: (4) "Supporting Deaf Students in Higher Education" (Joy Jarvis and Pamela Knight); (5) "Students with Visual Impairment" (Archie W. N. Roy); (6) "Able Student, Disabled Person: Access to Courses in Higher Education by Students with Physical Disabilities" (Alan V. Jones and Christopher Hopkins); and (7) "Issues for Pedagogy (1)" (Stuart Powell). Part 4, "Specific Learning Issues," contains: (8) "Students with Dyslexia and Other Specific Learning Difficulties" (Stella Cottrell); (9) "Overseas Learners of English in Higher Education" (Tim Parke); (10) "Students with Autism and Asperger's Syndrome" (Tim Luckett and Stuart Powell); and (11) "Issues for Pedagogy (2)" (Stuart Powell). Part 5, "Mental Health Issues," contains; (12) "Students with Schizophrenia in Higher Education" (James Wade); (13) "Psychiatrically Vulnerable Students: Stress, Emotional Disturbance" (Marty Davies and Caralinda Jefferies); and (14) "Issues for Pedagogy (3)" (Stuart Powell). Each chapter contains references. (SLD)

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